

ACT Assessments and Wisconsin High School Students with Disabilities

Webinar recorded on: May 19, 2014

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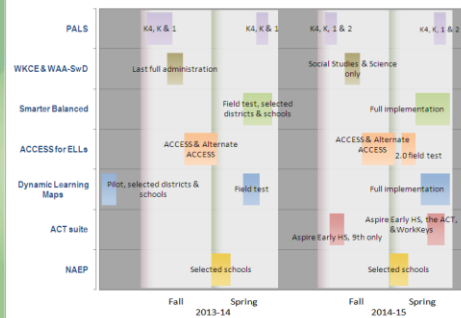
Agenda

- ACT Assessments Overview
- ACT Aspire Early High School
- The ACT Plus Writing
- ACT WorkKeys
- Additional Resources and Tools



Assessments Timeline

(Dates indicated are approximate)



http://oea.dpi.wi.gov/oea_wiassessmt



Wisconsin High Schools

ACT HIGH SCHOOL ASSESSMENTS



ACT High School Assessments

Grade	Assessment	Calendar
9	ACT Aspire™ Early High School	October 6 – 24, 2014 April 27 – May 22, 2015
10	ACT Aspire™ Early High School	April 27 – May 22, 2015
11	The ACT® Plus Writing	March 3 Make-up: March 17
11	ACT WorkKeys®	March 4, 2015 Make-up: March 18

Accommodated students test during 2 week ACT/WorkKeys window.



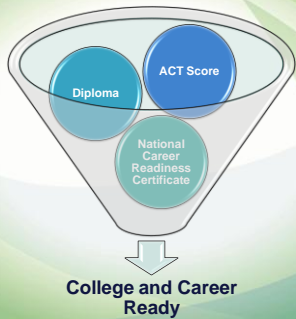
2015-16 Dates



- ACT Plus Writing: March 1, 2016
- ACT make-up date: March 15, 2016
- ACT WorkKeys: March 2, 2016
- WorkKeys make up date: March 16, 2016
- ACT Aspire TBD



A Vision for Wisconsin Students



ACT and Wisconsin in a ...



- An assessment system vs. a dot point in time
- There is no cost to school/district/families
- The ACT will be high school accountability
- Growth can be measured in high school
- ACT Aspire Early High School replaces Explore/Plan: <http://www.act.org/migrate/>
- All students take all tests except for 1%
- WKCE for grades 4, 8, 10 in Science and Social Studies only



Grades 9 and 10

ACT ASPIRE EARLY HIGH SCHOOL



ACT Aspire Early High School

- Computer based, on-line
- Paper and pencil only for:
 - Braille
 - Large Print
 - ASL
- 5 tests
 - English, Reading, Writing, Science, Math
- Modular administration
- Predicted scores



Benefits of ACT Aspire Early High School

Spot Gaps in Student Achievement	Identify Students in Need of Interventions	Find Students in Need of Academic Challenges	Track College and Career Readiness	Map Student Growth
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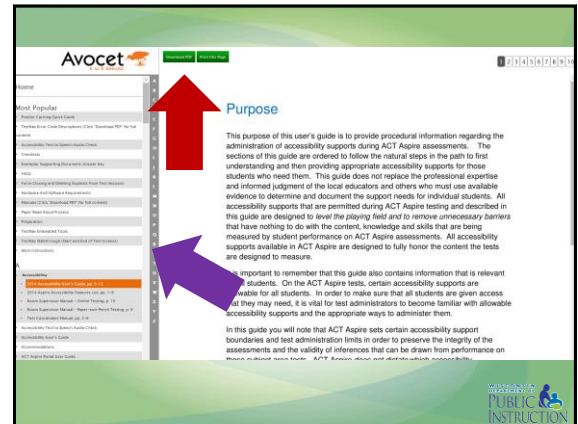


ACT Aspire™ 9-10 Timing (Minutes/Assessment)

English	Writing	Reading	Math	Science
40	30	60	65	55
Total Time: 250 minutes				

- Modular in design.
- Does not have to be given in one sitting.
- 3 week window in Fall.
- 4 week window in Spring.





ACT Aspire Technology Training

- Technology webinars: May/June
 - [May 27th, 3:30pm Webinar Registration](#)
 - [May 29th, 3:30pm Webinar Registration](#)
 - [June 3rd, 3:30pm Webinar Registration](#)
 - [June 5th, 3:30pm Webinar Registration](#)
- Live and recorded webinars
 - Fall 2014
- Training Management System (TMS)
 - Available now
 - <http://actaspire.tms.pearson.com/>
- Face-to-Face
 - August 2014

ACT Aspire Face-to-Face Training

- DACs, School Technology, CESA reps, Test Coordinators
 - 2 from each school and CESA
- 5 Regional: Registration open to all schools and CESAs
 - 8/4 Milwaukee
 - 8/18 La Crosse
 - 8/19 Rice Lake
 - 8/20 Wausau
 - 8/21 Oshkosh
 - 8/22 Madison

Registration extended to
May 23.

ACT Aspire Early High School: Grades 9 and 10

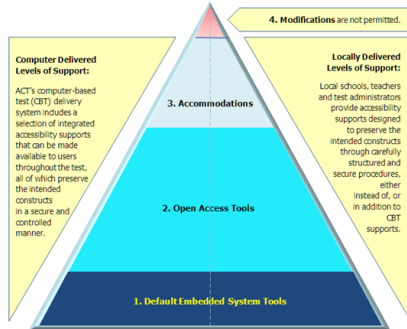
ACCOMMODATIONS

ACT Aspire Accessibility User's Guide: Accommodations

<http://actaspire.avocet.pearson.com/actaspire/Home>

Important: Download the entire document.

The ACT Aspire Levels of Accessibility Support:

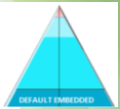


Width of the triangle above shows the proportionate number of students who use that set of accessibility tools.

Support Level 1: (Default) Embedded System Tools

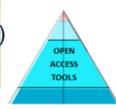
- Available to all students upon launch
- No advanced request is needed
- Embedded in basic platform or provided locally

- QWERTY Keyboard
- Mouse
- Copy and paste functions
- Font Size
- Magnifier Tool
- Highlighting
- Calculator
- Mark Item for Review
- Scratch Paper
- Browser Zoom Magnification



Support Level 2: Open Access Tools

- Requires a Personal Needs Profile (PNP)
- May be used by anyone
- Must be activated
- Must be selected from the pull down menu to activate
- Informed by multiple observations and prior successful user experience
- Users should be practiced, familiar and comfortable with using these types of tools.



CAUTION:

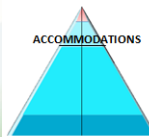
Research shows that assigning too many tools can harm student performance! Choose carefully and specifically to prevent overwhelming or distracting the student during testing. Remember that routine annual documentation of successful (and unsuccessful) use of accessibility tools through the student's educational experience helps to inform and improve future choices.

- Large Print
- Line Reader
- High/Low Contrast Colors
- Answer-Masking
- Location for Movement
- Individual Administration
- Audio Environment
- Visual Environment



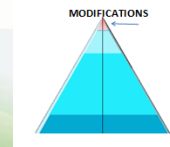
Support Level 3: Accommodations

- High level accessibility tools
- Relatively few students
- Requires ACT Aspire Personal Needs Profile (PNP)
- Should be supported by documented need (e.g. IEP, 504, ELL team)
- Braille
- Spanish Text + Audio (Directions only)
- Word to Word Dictionary
- English Text + ASL
- English Text Audio for Sighted
- English Text Audio + Graphics Description for Sighted



Support Level 4: Modifications

- Are **not permitted** on ACT Aspire Assessments for any student.
- Alter what the test is attempting to measure and therefore do **NOT** provide access to the construct being tested or claimed by the test.



Personal Needs Profile Worksheet

Personal Needs Profile (PNP) Worksheet
Step 1: Describe Sensory & Communication Strengths & Barriers
 Note: This section is used to describe the student's sensory and communication strengths and barriers. It is used to determine the student's needs for accommodations. The information provided here will be used to determine the student's needs for accommodations. The information provided here will be used to determine the student's needs for accommodations.

Step 2: Chart the Personal Needs Profile Summary
 This section is used to chart the student's needs for accommodations. It is used to determine the student's needs for accommodations. The information provided here will be used to determine the student's needs for accommodations.

Student	Grade	Age	Gender	Test Date	Test Time	Test Location	Test Conditions	Test Results	Test Comments
Student Name	Grade	Age	Gender	Test Date	Test Time	Test Location	Test Conditions	Test Results	Test Comments

Found in ACT Aspire Accessibility User's Guide

ACT Aspire		Accessibility Features 2014									
PRESENTATION SUPPORTS:		Support Level: Accommodation	Delivery Mode	By Content Area							
			CBT	Paper Format	Reading	English	Writing	Math	Science		
English Test Audio for Signpost:		Accommodation	Yes	Yes	Directions Only	Directions Only	Yes	Yes	Yes		
English Test Audio for Graphics Description for Signpost:		Accommodation	Yes	Yes	Directions Only	Directions Only	Yes	Yes	Yes		
English Test Audio for Braille & Tactile Graphics for Signpost:		Accommodation	Yes	Yes	No Refer to Braille	No Refer to Braille	Yes Includes Braille & Tactile Graphics companion piece	Yes Includes Braille & Tactile Graphics companion piece	Yes Includes Braille & Tactile Graphics companion piece		
Spanish Test + Audio: Directions Only:		Accommodation	Yes	No	No	No	Yes Gr. 3-4	Yes Gr. 3-4	Yes Gr. 3-4		
Spanish Test + Audio: Directions Only:		Accommodation	Yes	Yes	Directions Only Gr. 3-10	Directions Only Gr. 3-10	Directions Only Gr. 3-10	Directions Only Gr. 3-10	Directions Only Gr. 3-10		
Spanish Test + Audio: Directions Only:		Accommodation	Yes	Yes	Directions Only Gr. 3-10	Directions Only Gr. 3-10	Directions Only Gr. 3-10	Directions Only Gr. 3-10	Directions Only Gr. 3-10		

Grade 11

THE ACT PLUS WRITING

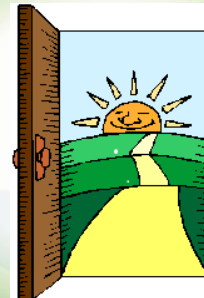
ACT Special Education Hot Topics

- Benefits
- Timeline
- Training
- ADA vs. IDEA
- ACT-approved vs. state-allowed accommodations
- Staff requirements
- National test day vs. Statewide testing

The ACT Plus Writing: Grade 11

- **This is a "Real" ACT**
- Administration must meet standard testing requirements
- High school accountability measure
- High schools will be certified as ACT state testing sites
- Accommodated students test during 2 week window between test date and make-up
- Paper and pencil

The ACT Plus Writing



The ACT® Plus Writing

Tests	Questions	Minutes
English	75	45
Math	60	60
Reading	40	35
Science	40	35
Writing	1	30



Pre-Test Session

- Complete portions of the answer document
- The ACT Educational Opportunity Service (EOS)
- Reporting scores to colleges



ACT Test Site Personnel

- Test Accommodations Coordinator (TAC)
- Testing Supervisor (TS)
- Back-up Testing Supervisor (BU)
- Room Supervisor
- Proctor



See Manuals for Requirements

- Specific roles and responsibilities for:
 - TACs
 - Room Supervisors
 - Proctors
- Policies regarding:
 - Coaches
 - Relatives testing
 - Reader or interpreter qualifications
 - Testing environment
 - Training sessions



Who is a Relative?

- Children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.



Relatives: Test Supervisor

- A Test Supervisor (TS) or Back-up Test Supervisor (BU) cannot serve in that role if they have a relative taking the test anywhere in the state with standard time materials.
- If the relative is taking the test with accommodated materials, then it is okay for the TS/BU to continue to serve.



Relatives: TAC

- A Test Accommodations Coordinator (TAC) cannot serve in that role if they have a relative taking the state test anywhere in the state if the relative is testing with accommodated materials.
- If the relative of the TAC is taking the test with standard materials, then it is okay for the TAC to serve.



Relatives: Room Supervisor, Proctor

- A room supervisor or proctor must not be assigned to a room where his or her relative is testing and must not have any access to that student's test materials.



Athletic Coaches

- Athletic coaches may serve as Test Supervisor, but may not serve as a room supervisor in any one-on-one situation where a student athlete is testing.
- May not serve as the TAC if **any** student athlete is testing with accommodations.
- Applies to all coaches whether head or assistant, and applies to all sports whether they are in season or not.



TAC Responsibilities

- Determines which students need accommodations
- Applies for ACT-Approved Accommodations
- Participates in an accommodations Q&A session with ACT
- Reviews preliminary & final rosters
- Reads and is familiar with Coordinator's manuals and documentation provided by ACT
- Check in secure materials



ACT/ACT WorkKeys Training

- ACT Preview Webcast (Superintendents, Principals)
 - September 16 (tentative)
- Test Accommodations Coordinator Webcast
 - September/October
- Accommodations Conference Call Q&A with ACT
 - October
- Test Administration Training Webcast
 - November (recorded and posted)
- Test Administration Q&A
 - December 10 (tentative)
 - January 20 (tentative)



The ACT Plus Writing: Grade 11

ACCOMMODATIONS



ACT Administrations

- The ACT Plus Writing (Standard Time)
 - Some local decisions
 - **College Reportable**
- The ACT Plus Writing with ACT approved accommodations
 - **College Reportable**
- The ACT Plus Writing with State-allowed accommodations
 - **NOT College Reportable**



Local Decision

- You may provide certain test accommodations without review and approval by ACT if ALL of the following conditions are met:
 - 1. The student must test with standard time.
 - 2. The student must not receive additional breaks.
 - 3. The student must use a regular type (10-point) test booklet.
 - 4. Testing must occur on the initial or makeup test date.
 - 5. The accommodations must be consistent with the student's plan on file at the school.
- An irregularity report must be submitted to ACT.



Local Decision Examples

Provided to Students Testing with Standard Time

- Preferential Seating (e.g. front of room)
- Wheelchair Access
- Small Group or Individual Testing
- Snack for Diabetic Student
- Sign Language Interpreter (Directions Only)
- Marking Responses in the Test Book



ACT APPROVED ACCOMMODATIONS



Guiding Principles

- Fairness for all candidates
- Validity of the ACT
- Consistency with ADA requirements
- Conformity with professional guidelines for documentation



ADA Requirements and Documentation

- Supports the existence of an ADA disability
 - IEP or private medical/psychological report establishes the presence of an impairment
- Evidence that the disability affects participation in a specific program or activity
 - Documentation of a substantial limitation to a **major life activity**



ADA defines Disability



- **Disability:** An impairment or condition which substantially limits a **major life activity**
 - Tasks the average person can perform with little to no difficulty
 - Includes, but not limited to: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Substantial Limitation:** Inability or significant restriction in the conditions, duration, or manner in which a person performs a major life activity – compared to the average person



Applying for ACT-Approved Accommodations

- Does the student have a professionally diagnosed disability?
 - English language learner status alone does not constitute a disability
- Does the students have an Individualized Education Program (IEP) or 504 Plan?
- Do you have documentation to support the accommodations provided at school?



Disability

Check all that apply. Where a space is provided, write in the specific disability.

Full Scale IQ, if available: _____

Learning Disability (01)

- ☐ (RD) Reading Disorder
- ☐ (DA) Mathematics Disorder
- ☐ (SL) Speech/Language Disorder*
- ☐ (DW) Writing Disorder/Written Expression

Physical/Sensory Disability (02)

- ☐ (DF) Hearing Impairment
- ☐ (PH) Motor Impairment* _____
- ☐ (VI) Visual Impairment* _____
- ☐ (TR) Tourette's Syndrome*
- ☐ (EP) Epilepsy or Seizures*

Psychological Disability (03)

- ☐ (AD) Attention Deficit Disorder/ADHD
- ☐ (AX) Anxiety Disorder*
- ☐ (BD) Emotional/Behavioral Disorder
- ☐ (AU) Autism*
- ☐ (AU) Autism Spectrum/PDD*
- ☐ (TB) Traumatic Brain Injury*
- ☐ (PD) Other Psychological/Cognitive Disability, including intellectual disability (Full Scale IQ is required)

Other Disability (07)

- ☐ (HB) Confined to home* _____
- ☐ (OD) Other* _____

**Full documentation, including specific diagnosis, is required.*



Test Format Requested

- Test Format requested must be consistent with student's IEP or 504 Plan
- Student must have diagnosed reading disability and oral presentation in IEP or 504 Plan for reader's script or DVD
- Only students with a documented visual disability may be approved to test using large type, which is an 18-point font test booklet, or with Braille.
- For Braille, additional formats may be checked

- | | | |
|--|--|---|
| <input type="checkbox"/> Regular type (10-point) | <input type="checkbox"/> Reader's script w/ regular type | <input type="checkbox"/> DVDs w/ regular type |
| <input type="checkbox"/> Large type (18-point) | <input type="checkbox"/> Reader's script w/ large type | <input type="checkbox"/> DVDs w/ large type |
| <input type="checkbox"/> Braille* | <input type="checkbox"/> Reader's script w/ raised line drawings | <input type="checkbox"/> DVDs w/ raised line drawings |



Time Requested

Check the option most similar to the accommodations normally provided at school. ACT will assign a timing code (e.g., standard time, time-and-a-half, double time, triple time) based on the disability and approved test format.

- ☐ Standard time – large type (no extended time, no additional breaks)
- ☐ Standard time on each test; authorization to test over multiple days
- ☐ Extended time on each test; authorization to test over multiple days
- ☐ Self-paced time-and-a-half, all tests on one day
- ☐ Standard time on multiple choice, extended time (up to 60 minutes) on Writing Test, all tests in one day



Common Issues That Prevent Approval

- Lack of evaluation documentation
- Missing diagnosis
- Incomplete required documentation
- Unable to detect functional limitation as required by American with Disabilities Act (ADA)
- No accommodations received at school
- No plan on file at school



Accommodations Timeline

September/October 2014	Test Accommodations Webcast
October 2014	Accommodations Q&A session
Mid to late November 2014	Deadline for Application for ACT-Approved Accommodation
December-February	Window for Late Consideration Form
January-February, 2015	Window for TAC to order State-Allowed Accommodations materials
Late February	School receives secure standard and accommodated materials



STATE-ALLOWED ACCOMMODATIONS



ACT Accommodations

- **ACT-Approved Accommodations**
 - Scores are fully reportable to colleges, scholarships, and other entities such as NCAA.
 - **Currently** on an Individualized Education Program (IEP) or Section 504 Plan
 - Application for students with disabilities should be submitted prior to decision about state-allowed accommodations
- **State-Allowed Accommodations**
 - Scores that are **NOT** college-reportable
 - Used for state accountability purposes only



State-Allowed Accommodations

- Students needing State-Allowed Accommodations
 - Not approved for ACT-Approved Accommodations
 - Do not meet requirements for ACT-Approved Accommodations
 - Students identified as ELL if appropriate and needed
- No approval from ACT needed
- Compliant with WI DPI guidance
- Scores are not college reportable
- Student will not receive a score report but will receive a letter from school in the summer
- Scores used for school and district accountability



State-Allowed Accommodations

- Equitable access to the assessment for SwD.
- **First:** Apply for ACT-approved accommodations.
Then: Consider state-allowed if accommodations were not approved by ACT.
- State-allowed accommodations
 - ELL
 - SwD (that did not receive ACT approved accommodations)
- Accommodations should be consistent with day to day instruction and testing supports.
- State-allowed accommodation decisions should not be based on opinion of whether a student will or will not pursue post-secondary education.



State-Allowed Accommodations

- Not college reportable but will be used for accountability
- Most will be English Language Learners
- A few will be students with IEP, 504
- DPI Guidance
 - Decision tree (flow-chart)
 - Parent/Student notification document
 - Accommodations matrix



Grade 11

ACT WORKKEYS



ACT WorkKeys

- Measures skills that are valued by employers and critical to job success.
- Areas tested:
 - Applied Mathematics
 - Locating Information
 - Reading for Information
- National Career Readiness Certificate
- 45 minutes per assessment (165 total including time to enter demographics)
- Paper and pencil



Certification Certify Your Students

ACT[®] National Career Readiness Certificate



The NCRC is a credential of work-readiness skills that is:

- Evidence-based
- Industry-recognized
- Portable
- Measures and certifies essential skills linked to workplace success
- Awarded at 4 levels based on core-assessment scores



Certification Certify Your Students

ACT[®] National Career Readiness Certificate

21%

Bronze
3 3 3

47%

Silver
4 4 4

18%

Gold
5 5 5

1%

Platinum
6 6 6

WorkKeys Accommodations

- Same documentation for ACT can be used for WorkKeys
- Nothing needs to be submitted to ACT
- The high school is responsible for acquiring, keeping confidential, and maintaining such documentation for at least one year.
- State allowed accommodations **are not eligible** for NCRC certifications.

ACT WorkKeys: Grade 11

ACCOMMODATIONS





ADDITIONAL RESOURCES & TOOLS



ACT/Act WorkKeys Accommodations Matrix

- DPI ACT Webpage
– <http://oea.dpi.wi.gov/assessment/ACT/accommodations>



ACT Aspire Accessibility Features (Accommodations Matrix)

- DPI OSA Webpage
<http://oea.dpi.wi.gov/assessment/ACT/accommodations>
- ACT Aspire Avocet Site
<http://actaspire.avocet.pearson.com/actaspire/Home#4681>



IEP Forms I-7

- ACT Aspire
– http://sped.dpi.wi.gov/sped_forms06
- The ACT Plus Writing and WorkKeys
– Coming soon



ACT Wisconsin Website

<http://www.act.org/aap/wisconsin/index.html>



DPI ACT Webpage

<http://oea.dpi.wi.gov/assessment/ACT>



actwisconsin Listserv

- Send a blank email message without a subject line to:
Join-actwisconsin@lists.dpi.wi.gov
- You will receive a reply requiring you to confirm your subscription by clicking on a link embedded in the reply.



Customer Service Numbers

ACT/WorkKeys State Testing Administration Customer Service

800-553-6244 x2800 – standard time questions

800-553-6244 x1788 – accommodations questions

Email - <http://www.act.org/aap/state/contact.html>

ACT Aspire Customer Support

888-802-7502

Email - ACTAspire_Implementation@ACTAspire.org



Thank You

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